



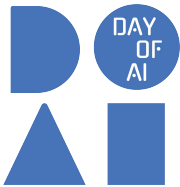
Adapting Assessments & Assignments for Generative AI

Angela Marzilli

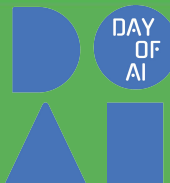
Professional Learning and Curriculum Developer

Day of AI

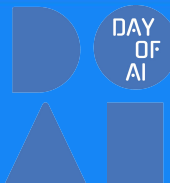
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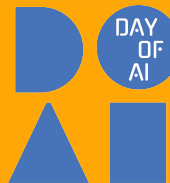
Day of AI's Mission



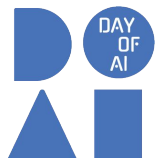
Create AI literacy programs for all school stakeholders, including students, teachers, administrators, and families.



Train and educate teachers on how to use AI and AI-enabled tools to support their work.



Ensure student safety by developing responsible and equitable AI policies in their school.



Day of AI's Mission

What is AI Literacy?

- Understanding What AI Is (and Isn't)
- Recognizing how AI systems work at a basic level
- Recognizing How AI Shows Up in Daily Life
- Critically Evaluating AI Tools and Outputs
- Understanding how bias can emerge in AI systems
- Exploring Ethical and Societal Implications
- Learning How to Work with AI Responsibly

Encouraging creative and productive uses of AI that support, rather than replace, human thinking.

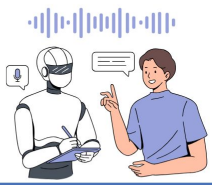


Today's Goals

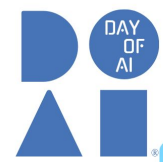
- Consider how AI can influence assignment and assessment design
- Begin to redesign assignments and assessments for a generative AI world



Artificial Intelligence



A program made by people that makes computers do things that seem intelligent (or smart) in the same way that humans are intelligent.



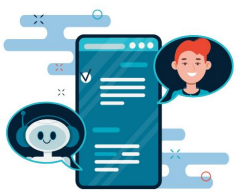
Generative Artificial Intelligence



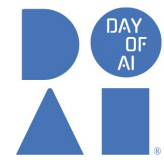
is a type of AI that generates (creates) new content (images, videos, music, writing).



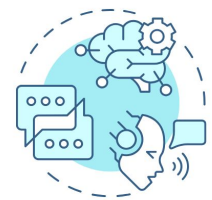
Chatbot



A chatbot is a computer program that can have conversations with people online.



Large Language Model

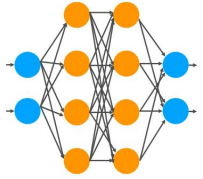


can predict and generate human-like responses by analyzing large amounts of text data.



Neural Network

are systems in AI that mimic how the human brain processes information. They help computers learn from examples and make decisions, like recognizing images or understanding language.

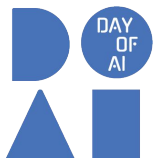


prompt

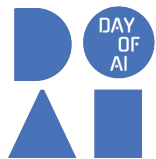
is the question or instruction you give to an AI tool.



To view more of our student friendly terms→[Vocabulary Cards 2025.](#)



An Update on new LLMs



Chain-of-Thought (CoT)

Standard Prompting

Input

Q: Roger has 5 tennis balls. He buys 2 more cans of tennis balls. Each can has 3 tennis balls. How many tennis balls does he have now?

A: The answer is 11.

Q: The cafeteria had 23 apples. If they used 20 to make lunch and bought 6 more, how many apples do they have?

Model Output

A: The answer is 27. ❌

Chain of Thought Prompting

Input

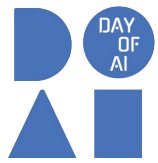
Q: Roger has 5 tennis balls. He buys 2 more cans of tennis balls. Each can has 3 tennis balls. How many tennis balls does he have now?

A: Roger started with 5 balls. 2 cans of 3 tennis balls each is 6 tennis balls. $5 + 6 = 11$. The answer is 11.

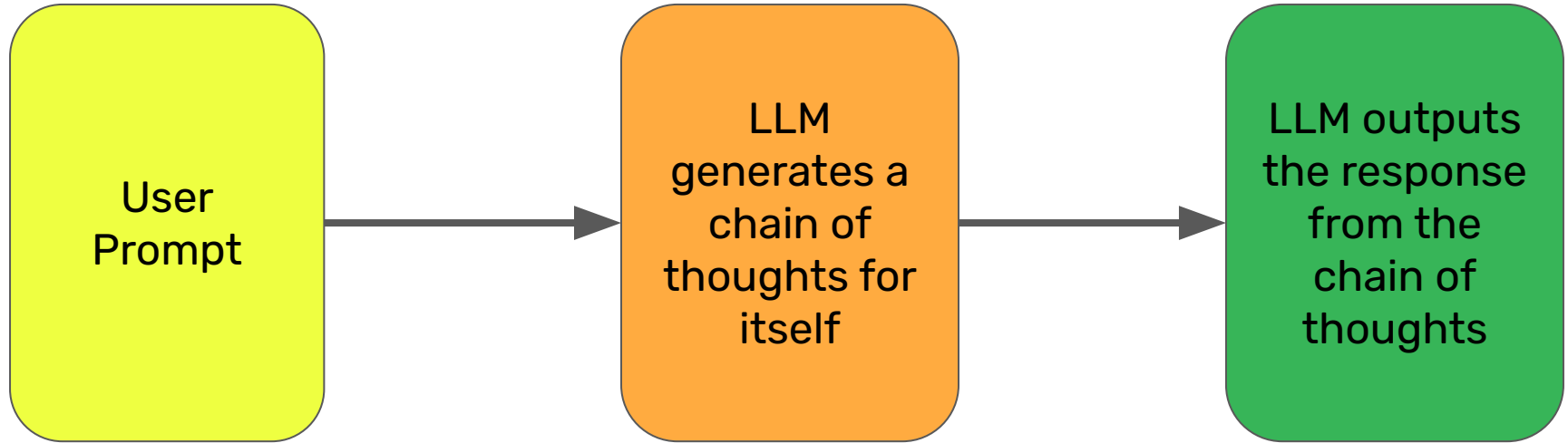
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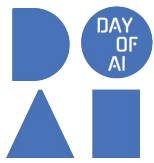
Model Output

A: The cafeteria had 23 apples originally. They used 20 to make lunch. So they had $23 - 20 = 3$. They bought 6 more apples, so they have $3 + 6 = 9$. The answer is 9. ✅

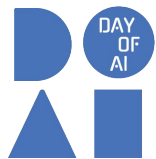


CoT in LLMs



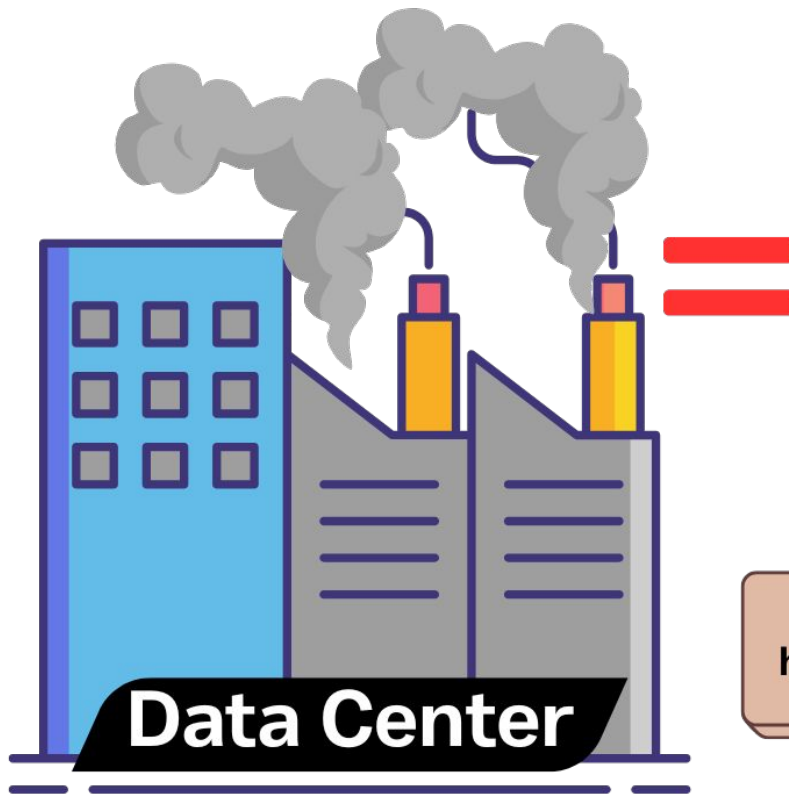


Implications

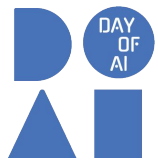


Implications

Increased energy consumption per user prompt

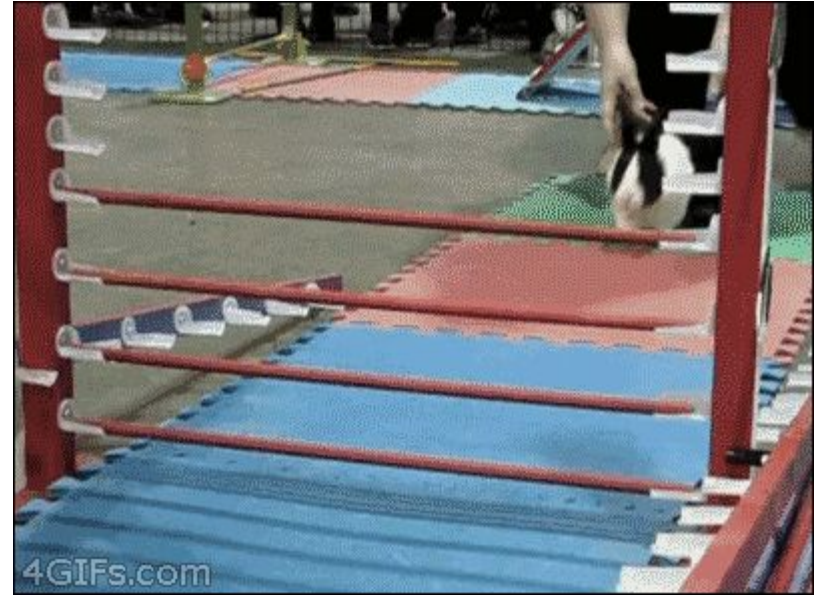


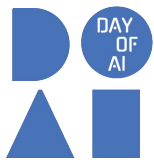
Equivalent to powering hundreds of homes annually



Implications

Higher quality answers for task-based prompts





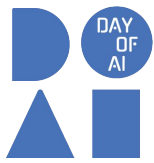
Assessments

What forms of assessment are you relying on most?



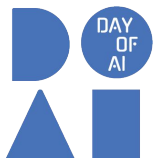
In groups...

- Talk about all of the forms of assessment you use
 - Formative and summative
 - What do you use for grades, what do you use for assessing learning only
- Be prepared to share out!!



Share out





The big question...

cheating



What Is Cheating in the age of Gen AI?

- Submitting AI-generated responses, essays, solutions, explanations, summaries, papers, analyses?
- Creating AI-generated drafts?
- Brainstorming ideas with AI?
- Asking for AI suggestions on grammar or improvements to student text?
- Lack of attribution of AI-assistance?



Students Using AI for Assignments

AI Detectors Aren't Fully Reliable

1. False Alarms and Misses
2. Opaque Systems
3. Language Bias
4. Constantly Changing Tech
5. No Way to Be 100% Sure

Relying solely on detectors for disciplinary action is risky and potentially unjust.



Example Assessment

Grade Level: 7th Grade

Subject Area: English Language Arts

Assessment: A persuasive essay on whether AI is hurting the environment.

Learning Objectives:

- Arguments support claims with clear reasons and relevant evidence
- Reasons and evidence organized logically

Standards: CCSS.ELA-LITERACY.W.7.1, W.7.4, W.7.5



Possible ideas for adaptation

Grade Level: 7th Grade

Subject Area: English Language Arts

Assessment: Class debate on whether AI is helping or hurting the environment

Demonstrate learning:

- Focus more on responses than initial statements



Possible ideas for adaptation

Grade Level: 7th Grade

Subject Area: English Language Arts

Assessment: Critique an AI-generated persuasive essay for its accuracy and efficacy, suggest alternative prompts that would yield better results than the prompt that generated the given response

Demonstrate learning:

- Demonstrate understanding of persuasive techniques through analysis



Example Assessment

Grade Level: 4th Grade

Subject Area: English Language Arts

Assessment: Draw an illustration of the most important moment in the plot development in Chapter 6.

Learning Objectives:

- Understands plot and the arc of a story.
- Refers to details and examples in a text
- Reads and comprehends on-grade-level material

Standards: CCSS.ELA-READING.LITERATURE 4.1, 4.3, 4.10



Possible ideas for adaptation

Grade Level: 4th Grade

Subject Area: English Language Arts

Assessment: Comparison of AI generated and human generated art

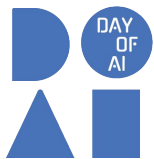
Demonstrate learning:

- Illustrate the plot point.
- Develop an AI prompt.
- The teacher types the prompt into the AI.
- Compare student generated art to AI generated art. Who understands the book better?



General ideas for...

Avoiding AI	Incorporating AI
<ul style="list-style-type: none">● Debates● Presentations● Blue Books	<ul style="list-style-type: none">● Students assess/analyze AI work● AI used for first draft● AI used for feedback on drafts



Your Turn.



In groups...

- Choose one example assessment or assignment from the group
- Discuss how it could be leveraged to develop either
 - Students developing critical thinking skills necessary for interacting with AI, or
 - Students developing AI literacy skills
- Come up with 2-3 possible options for revisions to the assignment/assessment



Adapt an Assessment/Assignment



Designing Assessments for AI Use

Step 1. What do you want to adapt?

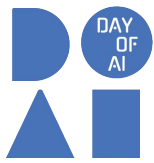
Grade Level:
Subject Area:
Specific Topic:
Learning Objectives:
Standards:
Existing Assessment:

Step 2. How AI Factors in

How can AI be used to circumvent demonstrating learning?

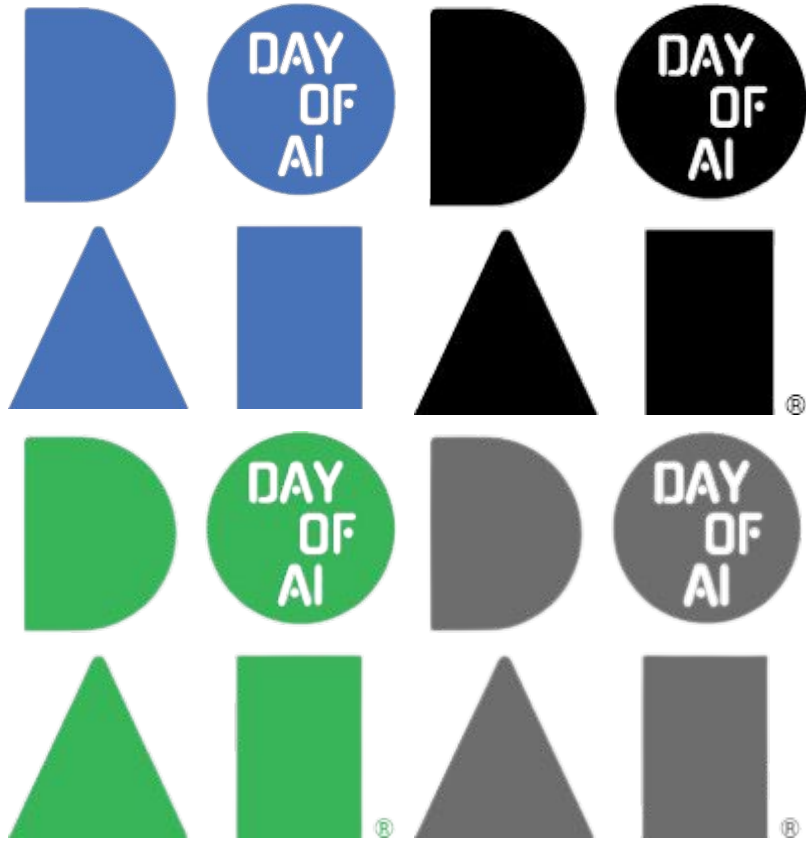
The background is a dense, repeating pattern of white line-art doodles on a light gray background. The icons include various business and financial symbols: calculators, magnifying glasses, stars, envelopes, target icons with arrows, briefcases, lightbulbs, coins, dollar signs, piggy banks, bar charts, upward-pointing arrows, megaphones, smartphones, padlocks, and documents. A prominent green rounded rectangle is centered horizontally across the middle of the image.

Work Time



Share out





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